



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

BOOK REVIEWS

Our Colonial Curriculum, 1607-1776. By COLYER MERIWETHER. Washington: Capital Publishing Co., 1907. Pp. 301. \$2.00.

The purpose of this book is to give a comprehensive account of our colonial curriculum, covering "the entire course from infancy to graduation in college." There are eight chapters, headed: Elementary Course; General College Course; Ancient Languages; Theology and Philosophy; Geography, History, and Modern Languages; Mathematics; Science; and Disputation. Nearly two-thirds of the space is given to collegiate subjects and much attention is paid to the curricula of English and European schools in the seventeenth and eighteenth centuries. The book, therefore, has decided limitations from the standpoint of a systematic presentation of the development of the colonial curriculum, especially with respect to elementary and grammar schools.

One would expect to find in a book of this kind, programmes and curricula of typical schools and colleges at different periods, with interpretative comment and discussion of causes for changes in the curriculum. What we do find is a description of the contents of a large number of textbooks on various subjects, with more or less comment on the meaning and teaching of such subjects. The author usually commences the discussion with some textbook used in Europe or England, perhaps in the Middle Ages. He moves rapidly from one country to another and one period to another, so that the account is somewhat confusing. Attention is centered almost entirely on New England in the seventeenth century. The most important period of development, 1730-1776, is hardly touched upon.

From the standpoint of scholarship much fault can be found. References are given to authorities, to be sure, but the sources too often refer to conditions abroad. Further, references are frequently omitted where most needed. Sweeping statements and generalizations are based on meager evidence or, still worse, no evidence is given, while errors of fact and judgment, and inaccurate quotations are frequent. For example, lacking contemporary sources for an account of actual conditions in the colonial schools, the author imports descriptions of conditions and methods in use in English and European schools. He confidently asserts that such were typical in the colonial schools. There is an account published in 1867 (p. 73) of work in the Westminster grammar school "about" 1620. A description of a classroom scene in Basedow's school (1774?) quoted from Kemp's *History of Education*, p. 266, revives for us, in the author's opinion, the conditions in our colonial schools, "almost as realistically as the vitagraph and phonograph could" (pp. 72-75).

The account of the development of the curriculum in the general elementary course (pp. 25, 26), with footnotes, well illustrates the unscientific character of this book. With two references to "Dilaway's Roxbury," and one each to conditions at Haverhill and Plymouth, Mass., and Providence, R. I., all at different periods, the author attempts to show the general development of the curriculum for the whole colonial period in all the colonies. The statement (p. 26) that

in Plymouth Latin was added as a subject in the *elementary* course may be put beside another fiction (p. 68), that the *elementary* schools "provided for generally by law in New England were mainly to teach Latin." This is a confusion between elementary and grammar schools which is unpardonable in a work of this character.

The account of the development of the subjects of spelling, writing, and ciphering is inaccurate and inadequate. The author thinks there was no regular spelling-book in use "up to perhaps 1700, or even later." Not only were numerous spelling books printed in England between 1600 and 1700, many of which must have been imported, but Stephen Day, of Cambridge, Mass., printed "Spelling-Books" between 1642 and 1645. In the inventory of the stock of Michael Perry, 1700, a Boston bookseller, there are mentioned "12 Strong's Spelling bookes" and "20 Young's Spelling bookes" (see Littlefield's *Early Schools and School-Bookes of New England*, pp. 118, 127). In the account of Cyphering (p. 36) important statements and generalizations are made, respecting the practice and extent of the study of arithmetic, but not a shred of evidence is produced in support of these statements.

Certain features of the book are praiseworthy. The author has brought together a large amount of information on textbooks used and has given some notion of their nature and contents. His descriptions of certain collegiate subjects are good—for example, science at Harvard. The curriculum at Harvard, however, is overemphasized, while little is said concerning that of other colleges founded before the Revolution.

The book is marred by the use of inelegant and slang phrases, introduced with the evident intention of catching the popular ear. For example, "Martin Luther had a rough tongue and he could take a swipe with it at the ecclesiastical armor of protection" (p. 88). Again "A voracious gosling was Porta, greedily swallowing anything that had Latin or Greek mold on it" (p. 185).

The history of the colonial curriculum is complicated and good contemporary sources are difficult to find. It is therefore particularly desirable that the canons of modern historical criticism should be applied to this subject. We have too many histories and studies which are remarkable for the number of statements unsupported by evidence, and for generalizations for which there is no good basis. There is great need of scientific and exhaustive monographs on various phases of American education, based on prolonged and extensive research in the sources.

M. W. JERNEGAN

THE UNIVERSITY OF CHICAGO

High-School Algebra. Advanced Course. By PROFESSOR H. E. SLAUGHT AND DR. N. J. LENNES. Boston: Allyn & Bacon, 1908. Pp. vii+194. \$0.75.

Anyone who had read the first volume (Elementary Course) of this algebra must have awaited the appearance of the second volume with some interest. The elementary course measured up in a large degree to its avowed purpose, but it was obviously insufficient. Much of what one felt to be lacking in the first volume is contained in the advanced course, and the two combined make